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ABSTRACT

The purpose of this project report is to present a conceptual curriculum design for the development of programs that will increase effectiveness in providing meaningful, relevant educational programs for the disadvantaged. In order for learning to take place, educational programs for the disadvantaged should focus initially on personality enhancement. Cooperative education programs enhance personality development by allowing students to achieve an adequate self concept and identification and aiding in the developmental tasks of growth. Two approaches are suggested for initiating disadvantaged youth into cooperative programs at Grade 9. One conceptual scheme is offered for school systems which incorporate a program of career exploration in the elementary years (K-8), thus allowing disadvantaged students to smoothly flow into a distributive program at Grade 9. The other conceptual scheme is designed for the traditional school setting but recommends as a possible dropout prevention measure that entrance into distributive programs be initiated at Grade 9 instead of Grade 11. This report includes a discussion of the two approaches along with a definition of special needs students, characteristics and specific educational needs of the disadvantaged, and qualities of exemplary programs. (SB)

ED 066560

DISTRIBUTIVE EDUCATION

SPECIAL NEEDS CONSIDERATION

FOR

THE DISADVANTAGED

VT016094

State of New Jersey
Department of Education
Division of Vocational Education
Distributive Education Unit

ED 066560

State of New Jersey
Department of Education
Division of Vocational Education

DISTRIBUTIVE EDUCATION

SPECIAL NEEDS CONSIDERATION: THE DISADVANTAGED

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INTRODUCTION

The original purpose of the Curriculum Laboratory project, originated in June 1970, was the construction of a curriculum in Distributive Education for youth with "special needs."

The project began by identifying the populations that could be included into the category of special-need youths. This definition becomes exceedingly important since Public Law 90576, the Amendments to the Vocational Education Act of 1963, requires at least 10 percent of each State's funds be utilized for vocational education for handicapped persons.

Since there are over 10 distinct sub-groups that can be incorporated into a special-needs model, it was decided that the "disadvantaged," the largest of all the sub-groups in terms of numbers within the general population, would be targeted upon in this report. The other sub-groups can be focused upon in subsequent curriculum laboratory projects.

Richard Gerow, summer intern assigned to the Vocational Division, assisted in reviewing the ERIC system with reference to specific curriculum guides relating to Distributive Education. There is, in fact, a distinct lack of materials relating to the disadvantaged and Distributive Education. Evaluators of government funded programs found few exemplary programs serving hard-core, inner city, low-IQ, disadvantaged youth.[1]

Thus, this project is presenting a conceptual design for a curriculum involving the disadvantaged. Hopefully, the information provided will lead to the development of programs that will increase our effectiveness in providing meaningful, relevant educational programs for this population.

Special Needs Defined

The term "Special Needs" is basically an outgrowth from Special Education describing "any difference that makes a difference" in a person's psychological, physiological, and/or educational ability to function. However, the term does not necessarily limit itself to just the "disadvantaged" and the "handicapped" population, although these two groups constitute the majority population of the "special needs" group.

According to Havinghurst in the *Journal of Negro Education,* the disadvantaged population alone includes 20 percent of the child population and 15 percent of the total population in the United States.[2] If one utilizes an economic index, the President's Council of Economic Advisors defines "abject poverty" as referring to families with annual incomes under $3,000 and unrelated individuals with incomes under $1,500; "deprivation" is defined as referring to families with annual incomes under $5,000 and unrelated individuals with incomes under $2,500.[3]

The other major population group in the special-needs category is the handicapped. More often than not, handicaps are multiple in incidence rather than singular. For classification purposes according to malady, the handicaps include: the mentally retarded, hard of hearing, deaf, speech-impaired, visually impaired, seriously emotionally disturbed, neurologically impaired, crippled, and other health-impaired persons. It has been estimated that the mentally retarded include 3 to 5 percent of school-age children.[4] In a school setting, the handicapped population group may be found in a special institution, a special school, a special unit, a self-contained special class, a special class with modifications, or in a regular class.

The task forces of the National Conference on Cooperative Vocational Education: Implications of the 1968 Amendments, conducted by the University of Minnesota, identified some additional special-needs groups or individuals that require attention in vocational program design and operation as being:

(1) Rural youth preparing for nonfarm occupations in agri-business and distributive education
(2) Juvenile delinquents
(3) Academically or otherwise gifted or talented
(4) College-oriented and regularly enrolled
(5) College drop-outs.

As mentioned in the introduction, each of these groups is deserving of individual curriculum study with respect to Distributive Education. However, the remainder of the report will focus upon the "Disadvantaged."

Characteristics of the Disadvantaged

In order to develop a sound curriculum, the content must be developed around the "total" person it seeks to serve or develop. Although generalizations are risky, they serve the purpose of developing an understanding of the people whom the curriculum is really dealing with, and they provide a stepping stone for cataloging real needs and demands.

Garth Mangum describes the disadvantaged as possessing some combination of the following factors:[5]

1. Concentration in central city slums or rural depressed areas
2. Low family incomes and low educational attainment of parents
3. Unfamiliarity by personal experience or role models with the values and customs of the world of work
4. Dissillusionment and frustration with and rejection of or by the existing school system
5. Restricted time horizons and limited ambitions imposed upon by unfamiliarity with the world's opportunities and a conditioned disbelief in its promises
6. Over-representedness among minority youth

Elinor McCloskey, in synthesizing 99 research reports concerning characteristics, would agree with the forementioned factors, but also adds:[6]

1. Disadvantaged pupils have immense potential.
2. Abnormally large percentages of disadvantaged pupils live in disorganized families.
3. Disadvantaged children have relatively impoverished self-concepts.
4. Disadvantaged children actually believe that they are inadequate.
5. Generally, disadvantaged pupils do learn less and their learning skills are poorly developed.
6. Disadvantaged children have not developed sufficient cognitive and reasoning skills essential for typical rates and dimensions of school progress.
7. Disadvantaged children's communication capabilities are elementary.

In school, these students are characterized within the "system" by being:[7]

1. Slow-learning students who are performing below ability
2. Slow-average students who are "just getting by" in the regular classroom
3. Students who presently do not qualify and would probably not be successful under traditional vocational school standards
4. Students who do not meet the rigid entrance requirements for area vocational-technical schools
5. Students who want or need to develop salable skills but are offered only general experiences in comprehensive school settings.

The United States Senate Subcommittee on Education heard testimony by the Office of Education on culturally disadvantaged pupil characteristics, and the following items were mentioned:[8]

1. Lack of response to conventional classroom approaches
2. Inadequate performance in communication skills
3. Socially unacceptable behavior
4. Indifference to responsibility
5. Nonpurposeful activity
6. Physical defects and poor health habits
7. Exaggerated importance of status symbols

Such children also were overage for their grade, had poor school attendance records, had a high rate of failure, had high dropout rates, had low levels of aspiration, had low achievement in reading and arithmetic, had negligible participation in cultural activities, and had the potential to exceed what test data showed.[9]

More often than not, unfortunately, such students are characterized in the school setting as misfits, and have a reputation for passivity and apathy, if not open hostility. Many of these youths have psychologically dropped out of school prior to the time they can physically drop out at age 16.[10]

Statistics on dropouts, of which the disadvantaged are the majority, show the dropout phenomenon begins first at the junior high school level, and that the highest attrition occurs at age 16 in the tenth, eleventh, and twelfth grades.[11] Over 55 percent of the males and 40 percent of females in the dropout category have been retained in their grade levels at least once.[12] Twenty percent of the labor force of 1960-1970 did not complete high school.[13] The dropout rate with respect to educational programs shows that dropouts in a general-diploma program frequently reach 65 percent, as compared to a 17 percent rate in vocational programs.

Although all of the behavioral characteristics might tend to paint a dismal picture, this just reinforces the notion that to proceed in a traditional manner spells traditional results—more often than not, failure. Failure not only for the individual, but also failure for the society, which does not adequately utilize its most valuable resource, manpower.

Specific Educational Needs of the Disadvantaged

The U.S. Office of Education stated during Senate Subcommittee hearings that the needs of the culturally deprived child were:[14]

1. Improved skills in reading, arithmetic, and in other academic areas
2. Knowledge concerning living in the urban community
3. Experiential backgrounds which will motivate learning
4. Speech in conformity with patterns of standard English
5. Heightened aspirations and motivation for the achievement of potential capacity and willingness to initiate self-improvement
6. Understanding and acceptance of the responsibilities of the prevailing urban culture
7. Understanding of the purpose of education
8. Teachers with understanding of pupils' background and problems
9. Parents who are oriented positively toward education and school
10. A community which reinforces the positive influences of the school
11. Physical examination and referral
12. Opportunities for achieving recognition, security, and a sense of belonging – a better self-image.

The only additional item which complements the above-mentioned needs is "general and specialized training essential for earning incomes in modern occupations."[15] It is perhaps alluded to in item number 12, but is definitely necessary in any assessment of needs.

Special-Needs Students' Perceptions Concerning Education

Much can be gained through listening and evaluating student perceptions about their educational system. For it is they who are directly affected by the system. The way

the student perceives his educational milieu will reflect his behavior within that milieu. Therefore, any curriculum must be responsive to the student's perceptions of school and his curriculum.

The Work Opportunity Center in Minneapolis, Minnesota examined student perceptions of their high school program in order to deal more effectively with their special needs.[16] Students involved made the following comments that seem to have some face validity:

1. Too many requirements throughout school.
2. Need for more training in specific areas.
3. Too much routine; not enough variety.
4. Not enough individual study.
5. Too much separation of the slower students from the brighter students.
6. Encouragement is vital to learning.
7. Students should find some measure of success.
8. Grading should depend on one's ability, not on one's achievement.
9. Courses need to be related to current times.
10. There is need for ungraded classes.
11. Teachers need to be more sensitive to students' feelings.
12. Too much pre-judgment about students, either from other teachers or experience with other siblings.
13. Ideal teacher knows student – doesn't judge – gives individual help – doesn't "put you down" – has an active interest in each student.
14. Too much favoritism.
15. Teacher gives up on you.
16. Cannot communicate with some teachers.
17. Teacher should respect student opinion.
18. Teachers at regular high school too aloof.
19. Sensitivity is important concerning student's problems.
20. Doubt value of suspension.
21. Negative results from smoking-problem decisions by school authorities.
22. Some school rules dictate dishonesty – too many rules.
23. Definite need to have people available when student needs to talk – counselor, social worker, teacher, or other adult.
24. Difficult to talk to authority figures.
25. Diploma doesn't necessarily mean a job; training is important.
26. Vocational school is too far away and there are too many difficulties.

Qualities of Exemplary Programs for the Disadvantaged

The Special Needs Study of Westchester County attempted to isolate identifiable characteristics that were present in exemplary programs they investigated. The programs possessed certain similarities that tended to make a difference:[17]

1. *The educational program is sensitive:* Educational experiences are satisfying and rewarding. They are "real," not artificial. There is understanding and empathy. The individual person is paramount.

2. *The total program is relevant:* "Life-task" orientation is functional and applicable. Disciplines are interrelated and reinforced. Motivation is not assumed, but planned.

3. *Resources are available in abundance:* Learning environment is stimulating, and all resources are utilized – multi-media approach, community speakers, and trips.

4. *The student is expected to learn:* Learning is patterned after an "individual prescribed instruction" planned by the teacher as part of the staff.

5. *Ability is not a significant factor in grouping for instruction:* Similarity of goals or needs are the criteria; there may be different homogenous sub-groups.

6. *The teacher is a crucial person:* There is no substitute for the gifted and highly motivated teacher who is sensitive to student needs.

7. *Special funding is usually involved:* Programs are usually more expensive in terms of equipment, increased staff, smaller classes, and extensive resources necessary. However, pay-off is greater.

8. *Attention is given to the total spectrum of human needs:* Community agencies and other professional skills are utilized to meet the demands of the problem. Serious problems inhibit learning. "Caring" and "humanness" are the commonality throughout the program.

9. *The development of self-respect and a feeling of personal worth are primary goals of the program:* Success is the prime motivator in the program, and there is constant reinforcement of positive behavior patterns.

10. *The administrator cares:* Leadership is dynamic and inspirational. The director or principal is the synthesizer of ideas.

11. *There is a "break" from tradition:* Calculated educational change is expected as part of constructive innovation.

12. *Other characteristics:*

Dialog among all those involved
Strong and sensitive guidance orientation
Evaluation is continuous and corrective
Class size is small – 15 is maximum
Rules are functional or non-existent
Flexibility is a by-word
Students help each other
Advisory groups are actively involved in program development and information dissemination.

Synthesization of the Problem

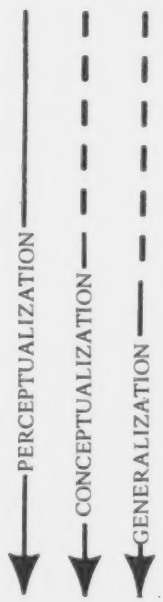
At the risk of being mundane, it should be obvious that any curriculum dealing with disadvantaged youth must focus upon not only the instructional material to be learned, but also upon the personality enhancement of the learner. These two factors, instructional material and personality enhancement, should complement each other in any sound educational program. However, in a program devoted to the disadvantaged, the latter factor is initially more important in order for learning to effectively take place. There are, of course, other operational considerations that remain as paramount factors, but these are assumed to be part of any "good" program, such as (1) teacher sensitivity to the needs of the pupils, and (2) learning experiences are "real," and focus upon broadening the student's educational base while aiding the motivation for learning.

Personality enhancement can be achieved in many ways. However, the educator must view the way in which optimum results can be achieved in the shortest period of time. This is not to suggest that ego-building activities can change personality perception overnight, for change is gradual and subtle. The professional literature is replete with evidence that work, properly handled work – or Cooperative Work Experience, as we know it – is *psychologically* strong. Cooperative work experience allows students to achieve an adequate self-concept and identification, and aids in the developmental task of growth.[18] Reality-testing and self-exploration are heightened. Curriculums based upon this operational concept do much in satisfying the need for recognition, developing feelings of individuality in roles students perceive as satisfying, and help foster responsibility with maturity.[19] It also provides the student with cognitive learnings through his experiences at the training facility, as well as inculcating the student with the "work ethos" necessary to make the transition between school and employment. In terms of vocational development, the early exposure to various and diverse occupational areas has the effect of raising occupational objectives by dispelling stereotyped conceptions, expanding general occupational information, allowing an earlier tentative vocational choice, allowing greater time for educational aspirations to match occupational aspirations, and fostering formulation of a long-range plan to gain vocational goals.

To sum up: *Cooperative education is a proven tool and is inordinately valuable to the disadvantaged in that it has built into it the combatant quality that years of deprivation have denied. Inherent in this type of educational operation are these opportunities: (1) to enhance ego and self-esteem, (2) to provide within school the articulation of work experience and classroom learning, (3) to establish good work habits, (4) to provide the opportunity for "role models" and "parent images" for youths that often have none, (5) to sustain youths in school, and (6) to provide necessary economic assistance that is earned.*

The next appropriate question concerning the curriculum is – When should the disadvantaged youth be initiated into the program? There are two answers to the question, depending upon a particular viewpoint. If the elementary schools reflect a "vocational view" by incorporating into their curriculums a developmental program of career exploration, then the natural conclusion would be after or during grade 9 in a traditional school system. Chart 1 constructed by Norman Gysbers shows the suggested content and activity emphases in Career Exploration programs:[21]

CHART I

Grades	Learning Phases	Selected Examples of Content	Selected Examples of Activities
K		Who am I? How do I relate to my environment? Workers in the home school. Workers in the community.	Listening Observing Contrasting Differentiating Manipulating
1			
2			
3			
4			
5		Continuation of exploring self in regard to work-world. Wider range of occupations examined. Work takes on additional meaning.	Demonstration Simple try-out Work simulation Life-career game
6			
7			
8		Purposes of education. Career decision-making processess.	Try-out Work simulation Life-career game
9			

If this type of program is utilized in the elementary and junior high school programs, the disadvantaged youths could smoothly flow into a Distributive Education program with some knowledge concerning distributive occupations and perhaps even the rudiments of distribution in our economy. Unfortunately, the fact remains, as Mr. Gysbers alludes to,

there is not a preponderance of these structured programs in operation, even though research shows that prevocational orientation tends to increase the knowledge of students concerning the work world, increases subsequent job satisfaction, and reduces unemployment.[22] The inclusion at traditional grade 9 is based upon a "continuum hypothesis," and may or may not be the correct approach to use if such a curriculum has been offered.

The other approach is based upon the reality of our current educational system. It is presented because the "model" system is not operational in most of the school systems throughout the State. Chart II typifies the various stepping stones within our present educational schema. Each of the stepping stones within the "traditional" school is called a grade or grade level. At the same time, the approximate age of the student is shown, including the student who is on the proper grade level appropriate to his age, the student who has been "left down" one grade (-1) level, and the student who has been "left down" two (-2) grade levels. The chart makes no provision for more than -2 deviations, or any adjustment for schools that operate upon a "social promotion" philosophy. The schema also does not imply that grade retardation only occurs prior to grade 4 as shown. The only item the chart attempts to validate is the age and grade levels in which "traditional" Cooperative Education is an operative educational vehicle. There is one obvious fact regarding the educational schema: the youth who has failed two grade levels is in all probability going to be the dropout, and the student who has failed one grade is the potential dropout, and *these are the very students who never become involved in Cooperative Education because in the "traditional system" they never have the opportunity to do so.*

The prognosis for dropout is not only empirically evident but validated through research. At the Training School for Boys, an institution for adjudicated delinquents, the population is mainly socially, economically, and educationally disadvantaged. A review of their school transcripts shows the average disadvantaged youth two grade levels behind his proper sequence, not to mention his being four to five grade levels behind in achievement. The majority of these students, when returned to their community school system, never complete high school, and succumb as part of the high school attrition.

CHART II: EDUCATIONAL SCHEMA

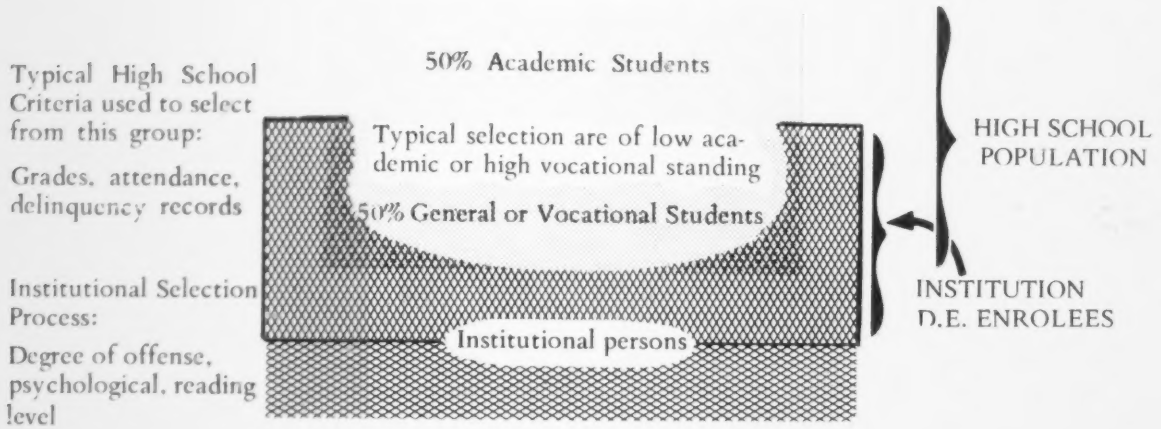
										Critical Drop				
-2								15	16	17	18	19		
										Critical Drop				
-1				10	11	12	13	14	15	16	17	18		
											Traditional			
											Co-op			
AGE	6	7	8	9	10	11	12	13	14	15	16	17	Normal	
GRADE	1	2	3	4	5	6	7	8	9	10	11	12	Sequence	
											Traditional			
											Co-op			
							10							

Thus, based upon this one characteristic of grade-retardation, it would seem that entrance into a relevant, goal-oriented vocational program should be initiated around "traditional" grade 9, as the teenager reaches age 14½ to 15 if he/she is in proper sequence, and in "traditional" grade 8 or 9 (depending upon deviations in grade level), at age 15 to 15½ if he/she is not in proper sequence.

Chart III identifies that area from which the majority of those selected for Distributive Education come from within the high school culture.[23] The area between the "Typical High School Criteria," which represents the "average" Distributive Education student, and the "Institutional Selection Process," which represents the hard-core disadvantaged, adjudicated delinquent, is the milieu of the disadvantaged.

CHART III - SPECIAL NEEDS MODEL

DISTRIBUTIVE EDUCATION STUDENT SELECTION PROCESS
IN HIGH SCHOOL AND AT AN INSTITUTION


Typical High School Criteria used to select from this group:
Grades, attendance, delinquency records
Institutional Selection Process:
Degree of offense, psychological, reading level
50% Academic Students
Typical selection are of low academic or high vocational standing
50% General or Vocational Students
Institutional persons
HIGH SCHOOL POPULATION
INSTITUTION D.E. ENROLEES

The selection process for the institution as of this date has been successful. Success of Phase One is defined by the number of run-aways and infractions of institutional rules. Phase Two, the cooperative Education phase, has also been successful.

If the institutional program is able to serve students who would not otherwise be accepted into a regular Distributive Education high school program, then a tentative conclusion that can be made is that the typical selection process is inadequate.

That a program as mentioned can successfully operate is evident from the program at the Training School for Boys – Distributive Education for Incarcerated Youth. There the average mean and median age of program participants is 15.11.[24] Over 57 percent of the participants are under age 16.[25] The minimum age for entrance is 14.5, and the oldest participant was 17.8.[26] Results have seemed to indicate that the prognosis for success in a Cooperative Education program among the hard-core disadvantaged is greater for those who are younger than for those who are older.[27] Of the 65 participants that have been placed in the Cooperative Education program during the years 1968-1970, 63 percent, or 41 participants, have been successful in their work experience, while 37 percent, or 24 participants, have been unsuccessful.[28]

This is not to imply that all those categorized as disadvantaged have the characteristic of grade retardation evident in their high school transcripts. The majority are in all probability on grade level appropriate to their age, but once again, an inordinate number are not. Nor is this to suggest that the disadvantaged are or could be classified as delinquent. Nevertheless, vocational research is replete with evidence of the value of early vocational experience in promoting realistic perceptions concerning the world of work.

The other major area that must be investigated concerning curriculum is the "traditional" approach once entrance into a vocational program is initiated. Instead of a grade-level approach, might not a better approach be an educational continuum that stresses growth and development through a hierarchy of competencies and competency levels. By defining such, education would become an individual process in which participants could pick and chose while developing and growing. Minimum competency could be defined for graduation, and those competencies above minimum could be the beginning of post-high or adult education.

The forementioned thoughts have relevance to our total Distributive Education programs for all youth and require investigation. In particular, the question is quite relevant to the disadvantaged, since these youngsters could potentially come now from traditional grades 8, 9, 10, 11, and 12. Thus, it is suggested that an *ungraded program* be utilized for Distributive Education.

A study of the current status of distributive education programs conducted in 1969 found that, in terms of traditional programs, there were nine schools serving 100 students who were in 10th grade, and one school serving eight students who were in 9th grade.[29] Thus, the operational aspect of the curriculum is radically different from that which is presently in operation. To implement new programs to serve the disadvantaged will require special funding, which is available upon application to the Vocational Division, State Department of Education.

As mentioned in the qualities characteristic of exemplary programs, class size should be kept to a maximum of 15. This should give the coordinator-teacher an opportunity to know and develop a "special" kind of relationship, to plan individual assignments for each student as an "individual prescription" based upon the student's current needs, and to coordinate his units of work with his fellow teachers in order to prescribe a corrrelated learning environment. According to the status report, 84 percent of the teacher-coordinators had class sizes ranging from 15 to 25 students, and the average coordinator supervised a little more than 22 students.[30] Thus, the operational cost of such programs would seem to be one-third more than a regular program.

Coordination of the work experience program would require a different scheme than for the regular program. Qualities of job development will be of major importance, since the average age in this program will be closer to 15 rather than 16 or 17 as in the regular program. Chart IV:—Jobs shows there is no legal problem in placement except the need for change among corporate employers who restrict employment to those youth over the age of 16. Although this seems a task of some doing, involvement of regional corporate chains in the setting up of such programs should open new avenues. It could be pointed out that I.B.M. employs 14-year-old Distributive Education Co-op students from the Training School for Boys, Jamesburg. Corporations are actively searching out ways in which they can aid the disadvantaged of their community, and monumental inroads have been made that were not possible years ago. Training plans will have to be developed with special care, depending upon the nature of the program, and the coordinator should be sure the potential training station identifies with the goals and objectives of the program.

There are other areas of which the program must be cognizant and perhaps make special arrangements. Such things as a "start-up fund" will be necessary so that money, which can be replaced from future earnings, can be utilized to purchase proper clothing, lunches in the community, and transportation. Medical examinations and necessary rehabilitants will have to be provided – glasses, dental work, etc. All these are part of the curriculum in the sense that the student is aware that the services and considerations are there for him and the program is "working" for him.

CHART IV: JOBS

AT 12 YEARS OF AGE THEY MAY DO SOME JOBS:

Newspaper and magazine delivery by boys over residential routes
Farming in all its branches
Gardening
Nursery work
Raising of livestock, bees, fur-bearing animals, or poultry
Forestry
Lumbering
Summer vacation theatrical productions (Need be only 8 years of age.)

AT 14 YEARS OF AGE THEY MAY DO MANY JOBS:

Clerical and office jobs in industrial wholesale, retail, service, and professional establishments
Hotel jobs
* Sales persons
* Solicitors
* Collectors
* Distributors
* Demonstrators
* Delivery jobs other than with a motor vehicle
* Newspaper and magazine delivery for boys over nonresidential routes
Restaurant jobs
Laboratory assistants, except with hazardous materials
Soda fountain jobs
Mercantile store jobs
Supermarket and food-store jobs
Amusement industry jobs
Standard office-type machine operators
Standard domestic-type machine operators
Stationary machine operators, provided machines are completely guarded
Hospital and health-agency jobs
Library attendants
Professional assistants
Counselors at camps, beach attendants, lifeguards, caddies, pinsetters
Domestic helpers, maids, cooks, cleaners, baby-sitters, janitors
Singers, models, entertainers, dancers, and theatrical work
Laborers, trade apprentices (except in construction industry)
Plus all jobs listed for 12-year-olds and many more

AT 16 YEARS OF AGE THEY MAY DO MOST JOBS:

Factory operators
Power-lawnmower operators
Power-tool operators
Tractor operators
Mechanic jobs
Plus all those listed for 12- and 14-year-olds and most other jobs

AT 18 YEARS OF AGE THEY MAY DO ALL JOBS

*Girls must be at least 18 to work for pay in street trades or house-to-house.

Curricular Commitments to the Disadvantaged

The following six commitments should be the basic design and guiding objectives of any curriculum drawn for the disadvantaged:

1. To provide a variety of job exposures in Cooperative Work Experience prior to making a vocational or occupational choice

2. To provide preparation for initial job entry. This is a *minimal* basic educational responsibility of the school system.

3. To develop vocational or occupational goals by age 15, with the curriculum thus becoming goal-centered

4. To provide a core curriculum based upon the student's occupational goal in order that the individual may have meaningful preparation for employment and effective participation in society

5. To provide a curriculum that is responsive to the social and economic conditions of the day and the maturity of its students

6. To provide a curriculum that concerns itself with the total student and not just with skills. "Total" includes educational, economic, social, and physical needs.

Footnotes

[1] Mangum, Garth L., *Vocational Education For The Disadvantaged: Lessons From Government Funded Programs,* National Workshop on Vocational Education For the Disadvantaged, March 12-14, 1969. pp. 2-3.

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